

Pupil premium strategy statement (primary)

1. Summary information					
School	Minerva Primary Academy				
Academic Year	2018-19	Total PP budget	£146,520	Date of most recent PP Review	January 2019
Total number of pupils	296	Number of pupils eligible for PP	104 (35%)	Date for next internal review of this strategy	April 2019
2. Current attainment					
Key Stage Two SATs results 2018		<i>Pupils eligible for PP (Whole school)</i>		<i>Non-disadvantaged pupils (national average)</i>	
% achieving in reading, writing and maths		PP 57%	54%	70%	<i>(Expected combined)</i>
% achieving a higher standard in reading, writing and maths		PP 19%	14%	12%	<i>(Higher standard combined)</i>
Progress score in reading		-2.2	-2.0		
Progress score in writing		+2.2	+1.3		
Progress score in maths		+0.5	-0.2		
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Children across the school achieve lower when comparing combined (R – Y6)				
B.	Children's emotional resilience is lower and behaviour can impact upon attainment				
C.	Children enter reception with low baselines.				
D.	High percentage of children with identified SEN in Year 6				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
E.	Children have reduced educational experiences from home.				
F.	High percentage of ongoing safeguarding concerns (1 CP and 8 CIN) and looked after children (7 LAC and 4 SGO).				
G.	Persistent absence amongst PP/boys				
H.	Parents are less engaged in learning				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	

A.	Combined outcomes for PP are improved in every year group (Expected and greater depth)	Sept data 2018 Expected - Y6 57% Y5 53% Y4 53% Y3 56% Y2 50% Y1 67% Greater depth – Y6 0% Y5 7% Y4 0% Y3 11% Y2 0% Y1 0%
B.	Children’s emotional wellbeing will improve allowing them to access learning in the classroom. Measured through class and individual THRIVE assessments.	Class screenings scores improve and meet age related expectations. Individual children with SEMH difficulties have improved scores and exclusion remain low.
C.	Improved speech and language skills in EYFS and KS1. Measured through EYFS data, ‘Talk boost’ and phonics assessments.	All PP children achieve GLD. All PP children pass the phonics screening in Y1.
D.	All children with identified SEN make progress	All PP SEN children achieve 75% of learner passport targets. All PP children on a targeted intervention make accelerated progress (Maths counts)
E.	All children to attend a variety of trips across the school linked to their enquiry as a stimulus to engage and increase writing outcomes.	Sept data for writing 2018 Y6 54% Y5 53% Y4 60% Y3 66% Y2 62% Y1 67%
F.	Children feel safe and can learn.	Our 7 looked after children meet ARE in RWM.
G.	Decreased PP persistent absentees	PA outcomes are reduced and in line with national
H.	Increase in parents attending workshops and learning assemblies & in class events.	Parent/carer attendance to be at least 25% of target audience

5. Planned expenditure					
Academic year	2018-19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes (expected & greater depth) in reading, writing and maths in every year group. Increased subject knowledge for staff across school including planning and accurate assessment. (£2,000)	Targeted professional development with South Gloucestershire - Integra Dedicated ½ day per term for teaching staff to work with advisor on maths and literacy.	58% of pupils achieving expected is below national in RWM (64%). Some staff have changed year group and one new member of staff is an NQT.	Timetable cover using supply and CLF8 LSAs	JH	Monitoring of teaching and learning, books scrutiny, planning and outcomes each term.
Total budgeted cost					£2000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved speaking and listening outcomes across foundation and KS1. (17,957)	Small group speech and language interventions at KS1 – Talk boost 12 weeks	EEF + 5 months (Oral language and early years intervention) Low starting points for EYFS. Data informs that the gap continues through the school. 35% of children across the school have speech and language difficulties.	Specific training and assessment cycle every 12 weeks using SLC progression tool.	AM	Term 2, term 4 and term 6
Improved outcomes for phonics screening in Y2 as priority and then Y1. (£9,732)	Small group phonics intervention at KS1 One to one at KS2	EEF phonics + 4 months (Phonics) Identified as not being on track to achieve phonics screening (40% at the end of Y1). Successful intervention for progress in previous years.	Ongoing training for LSA. Termly assessment	EM	Termly

Increased number of SEN pupils achieving 75% of learner passport targets at the end of Y5 & Y6 (£15,993)	Lexionik stepping stone and direct phonics literacy programme Maths counts numeracy programme	EEF + 4 months (Small group) Identified SEN pupils in Upper key stage 2 make accelerated progress	Entry and exit data based on a baseline and exit data from Sandwell and YARC	JH TO	Term 2, term 4 and term 6
The percentage of PP children identified as Persistently absent will reduce (£9,032)	Vice Principal to lead attendance team including admin staff & EWO	Attendance data showed PP group were lower last year so needed targeted support	Data on attendance monitored by Vice Principal on a regular basis and EWO	JH	Monthly basis with EWO meetings
Children are supported emotionally (£5,703)	One to one or individual support. THRIVE practitioner Train an additional member of staff to embed whole school approaches	EEF + 5 months (Social and emotional interventions) Impact in previous years has shown that children who were emotionally supported have made good progress.	Clear line management in inclusion team and target children monitored in pupil progress meetings Newly qualified lead THRIVE practitioner to lead additional training session for all members of staff in school. Monitor impact	JH SB	Term 2, term 4 and term 6
Children with SEMH difficulties have strategies to manage different feelings and unstructured times (£38,236)	Support for pupils with SEHM difficulties. One to one or small group support for all pupils on a pastoral support plan. Provide a lunch time nurture group. Lead learning mentor	EEF + 5 months (Behaviour interventions) High % of pupils with SEMH difficulties. THRIVE assessments and teacher voice highlight pupils' difficulties with peer relationship, unstructured times, and conflict resolution.	Pastoral support plan monitoring. Pupil and teacher voice. Record of behaviour incidences	CA	Termly
Total budgeted cost					£96,653
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Commented [JH1]:

Children with severe SEMH needs can succeed in mainstream school (£9,000)	Subscription to the Nest to cater for children at risk of PEX	16% of SEMH need on SEN register. 3 children in Y6 need support with transition to secondary schools. 1 child at risk of PEX. Supported transitions proved successful last year.	Referral to the Nest identifying needs Thrive assessments Fortnightly review Transition plan	TO/JH	Termly
Children can access enrichment opportunities within school. (£2,250)	Subsidised or free trips including additional swimming, Y6 camp, life skills, SS Great Britain, UWE and reward trips. Science week activities (All PP students prioritised for sports clubs – Sports premium)	EEF + 4 months (Outdoor adventurous learning) Engagement in these opportunities or clubs by PP children is low so we want to ensure that cost does not stop them attending.	Clubs and enrichment activities are well run and have very good feedback from parents and children	JH	Term 2, term 4 and term 6
All looked after, CP and CIN children meet ARE and feel safe in school. (£21,801)	Targeted support through PEP process. Safeguarding lead out of class to be the key person and attend all meetings.	EEF + 5 months (One to one tutoring) EEF + 4 months (Social and emotional support) Consistent high levels of LAC, CP and CIN pupils who have different needs.	Children meet age related expectations. Pupil voice	JH JCr	Termly but ongoing throughout year
All parents can access learning workshops and celebration events throughout the school year (14,822)	Targeted support for parents to engage and collaborate in learning so they can help their children at home	EEF +5 months (Collaborate learning) EEF +3 months (Parental engagement) Low levels of parental engagement to events with a learning focus e.g. maths & phonic workshops Introduce an after school reading café for parents & children)	Register of attendance Parent voice Homework complete across the school	JH JCr	
Total budgeted cost					£47,872
Overall budgeted cost					£146,525

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Ensure the most vulnerable have access to provision before school.	Breakfast club and after school club.	EEF + 5 months (Extending school hours) Deprivation indicator shows that families cannot access paid provision. High percentage of EAL or families with poor literacy/numeracy skills themselves. Introduce a family breakfast	Register of use	JH	Termly
This will now be funded through Bristol fair share and magic breakfast both local and government initiative to support areas of disadvantage					
Children can access enrichment opportunities within school.	Subsidised or free trips including additional swimming, Y6 camp, life skills, SS Great Britain, UWE and reward trips. Science week activities	EEF + 4 months (Outdoor adventurous learning) Engagement in these opportunities or clubs by PP children is low so we want to ensure that cost does not stop them attending.	Clubs and enrichment activities are well run and have very good feedback from parents and children	JH	Term 2, term 4 and term 6
Additional funding for enrichment will be funded through the John James Trust					